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ABSTRACT

A summary of 1981-82 Title I funded educational projects carried out in the State of Georgia is provided in this annual report. Data in the report are based on a reporting sample of one-third of the State's participating school districts, and lead to the following information. (1) More than 57,000 Georgia school children participated in regular school year Title I reading and mathematics programs and 3,000 students participated in summer programs. (2) Nearly 90 percent of the teachers, instructional aides, curriculum specialists, and other support personnel involved in the programs received inservice training. (3) Parent Advisory Councils participated in project planning, implementation, and evaluation and served as volunteers in the schools. (4) The Title I Migrant Education program identified and enrolled over 8,000 students, providing them with general tutoring, reading, and mathematics instruction. (5) The majority of migrant students met or exceeded program objectives. (6) Similarly, the majority of the 4,107 handicapped students enrolled in Title I special education programs met or exceeded the objectives set for them. (7) Finally, most of the 1,921 neglected or delinquent students participating in Title I activities at State agency schools met or exceeded program objectives. (Author/GC)

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TITLE I PROGRAMS

GEORGIA

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1981-1982

The Georgia Department of Education
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Title I Programs in Georgia

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Executive Summary

Evaluation data clearly show that thousands of Georgia students benefited from Title I during the 1981-82 school year. These evaluation data were gathered from a sample of one-third of the school districts in Georgia. Following is a summary of Title I activities in this sample of school districts and the effects of these projects on the participating children.

- --More than 57,000 Georgia school children participated in regular year LEA Title I programs; the majority of these were public school students.
- --During the summer over 3,000 children participated in Title I programs.
- --Nearly every school district in Georgia provided Title I instruction to their students.
- --Local Title I reading and mathematics programs served 82,913 (duplicated count) disadvantaged students in elementary and secondary schools in the regular school year and 5,820 (duplicated count) in the summer.
    - --Ninety-five percent of these students were served during the regular school term.
    - --Eighty percent of these children were public elementary school students.
    - --The highest priority for Title I was reading. Fifty-six percent of Title I students received reading instruction.
    - --Title I students made substantial achievement gains in both reading and mathematics.
- --Local Title I programs were conducted by teachers and instructional aides with the help of curriculum specialists and other support personnel. Eighty-nine percent of the regular term personnel received in-service training.
- --Parent Advisory Councils played a role in Title I by participating in project planning, implementation, and evaluation, and by volunteering their service to the schools.
- --The Title I Migrant Education program identified and enrolled on MSRTS 8,429 students during the regular school year, 61 percent of whom were elementary students.
- --During the summer, 2,374 students were enrolled, 393 of whom were not enrolled during the regular year.

--The program was predominantly dedicated to general tutoring, reading and mathematics.

--The majority of migrant students met or exceeded the objectives set for them in all these areas.

--Special programs for the handicapped taught 4,107 students a variety of skills. The majority of these students met or exceeded the objectives set for them.

--The Georgia Department of Offender Rehabilitation and the Georgia Department of Human Resources provided reading, mathematics, and language arts programs to 1,921 neglected or delinquent students attending state agency schools. The majority of these students met or exceeded the objectives set for them.

Title I Programs in Georgia

This annual report provides a summary of 1981-1982 educational projects in Georgia funded by Title I of the Elementary and Secondary Act of 1965. These programs are administered by the Georgia Department of Education, Office of Instructional Services, Division of Special Programs, Compensatory Education Unit.

This overview is based on a reporting sample of one-third of the total number of school districts participating in the Title I LEA program. It includes statistical data for fiscal year 1982 (the 1981-82 school year), and information about student participation, impact of instruction, staffing, and parent involvement.

Title I is a specialized supplementary instructional program in basic skills (i.e., reading and mathematics) for educationally deprived public and private students living in deprived areas. Similar instruction is also provided to other students who are considered educationally deprived: handicapped, neglected or delinquent children and children of migratory fishermen and agricultural workers.

The goal of Title I is to accelerate student achievement in the basic skills.

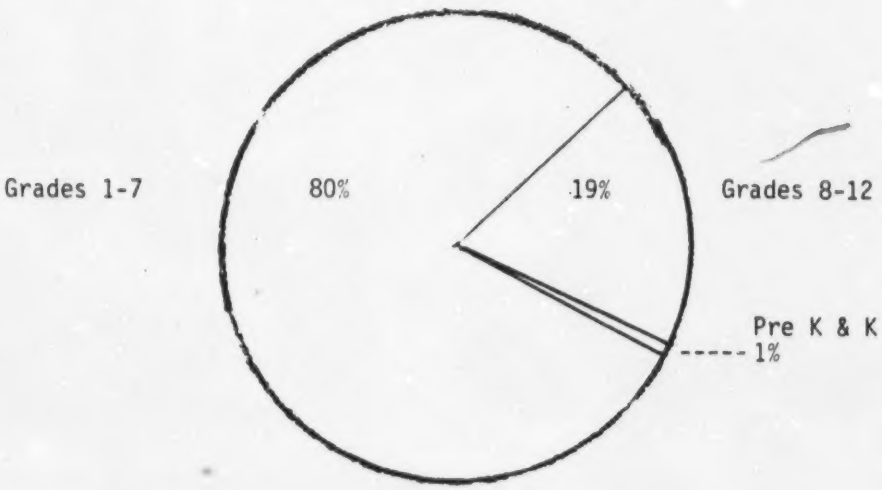
In 1981-82 Georgia's Title I LEA programs served 60,301 school children in the sample one-third of the reporting systems; all except 201 of these were elementary and secondary school children. Special Title I programs served 8,822 migrant children, 4,107 handicapped students, and 1,921 neglected or delinquent students.

Since the vast majority of Title I students are being served by local school districts, these programs will be discussed first. Then special programs for children of migrant workers will be presented, followed by those for handicapped and those for neglected or delinquent students being educated in regional and state operated facilities.

Participants

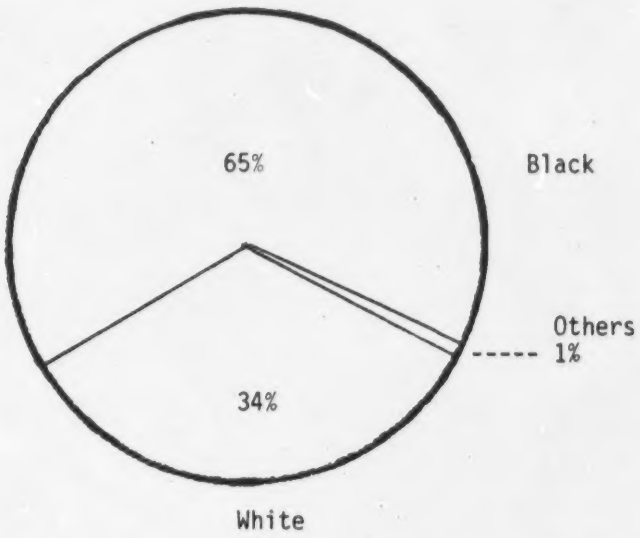
Nearly all the school districts in Georgia (184 out of 187) participated in Title I in 1982. Georgia's Title I program served more than 60,000 school children. The vast majority of these Title I participants were public elementary school students in grades one through seven. Only 19 percent of Title I participants were high school students while less than one percent were in kindergarten or preschool. Less than one percent of Title I students attended private schools. Five percent of the students participated in Title I summer programs.

Exhibit I. PERCENT OF STUDENTS PARTICIPATING BY GRADE



Sixty-five percent of Title I participants were black; thirty-four percent were white. Other ethnic groups constituted less than one percent of those participating with the majority of these being Hispanic and Asian.

Exhibit II. RACIAL DEMOGRAPHICS OF TITLE I STUDENTS



Most Title I activities occured during the regular school year. Reading was identified as the most critical area of educational need; more than half of the Title I students received reading instruction while forty-four percent of Title I students received mathematics instruction.

Exhibit III. PERCENT OF STUDENTS PARTICIPATING IN INSTRUCTIONAL AREAS

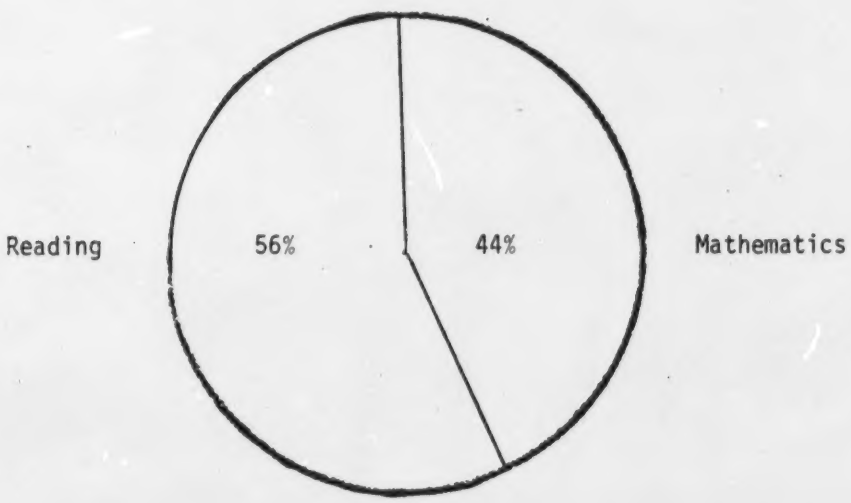


Exhibit IV. STUDENT PARTICIPATION IN INSTRUCTIONAL AREAS

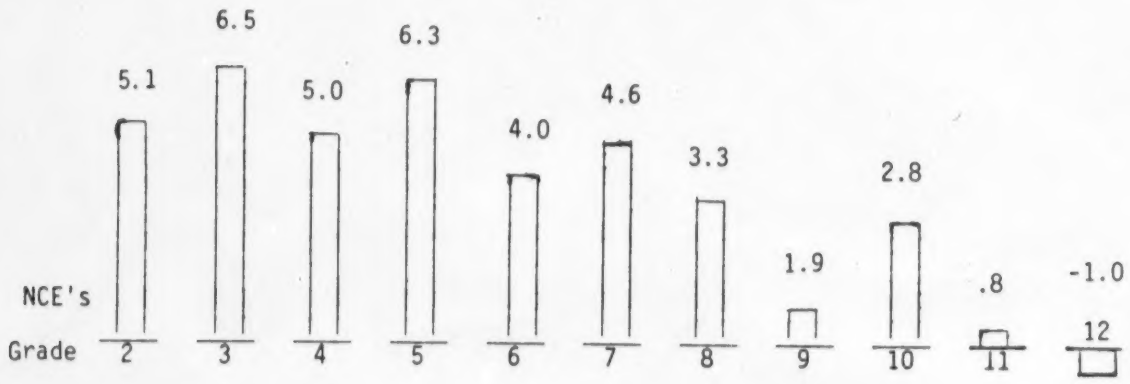
Instruction Areas	Public School Term		Private School Regular Term	Total
	Regular	Summer		
Preschool Reading	60	48		108
Preschool Mathematics	60	48		108
Reading	46,492	3,007	365	49,864
Mathematics	35,773	2,717	163	38,653
English to limited English background	1			1
Total	82,386	5,820	528	88,734

Academic Impact

To evaluate the impact of Title I reading programs, each local school system administered nationally standardized tests to participating students to measure their skills before (pretest) and after (posttest) Title I instruction. Scores were reported only for those students for whom both pretest and posttest scores were available. Differences between pretest and posttest scores were reported in Normal Curve Equivalent (NCE)gains. The NCE is a special metric used for Title I evaluation which allows scores from various tests to be aggregated. Students who received only regular classroom instruction (that is, no Title I instruction) were expected to make no NCE gain. In other words, they were expected to maintain their academic positions relative to other children in their grade. With Title I instruction, students were expected to achieve at a faster rate than non-Title I classmates. Therefore, they should have made NCE gains greater than zero. NCE gains of three or more are considered substantial.

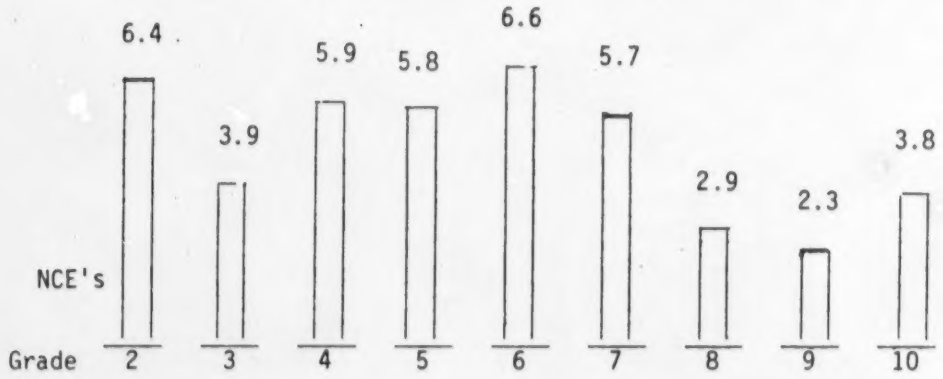
A sample of 32,847 students were tested before and after reading instruction, Georgia's Title I students made NCE gains in reading at all grade levels except twelfth and substantial gains in seven grades.

Exhibit V. ACADEMIC PROGRESS IN READING



Local school systems also used standardized tests to evaluate the impact of Title I mathematics programs. Scores were reported for 24,820 students who had both pretest and posttest scores. Title I students made NCE gains in mathematics at all grade levels and substantial gains in seven of the nine grades for which a sufficient number of students were tested to generalize.

Exhibit VI. ACADEMIC PROGRESS IN MATHEMATICS



Staff Positions

Title I programs in local school systems are conducted by teachers and instructional aides with the help of curriculum specialists and administrative, professional, and nonprofessional staff. During the regular school term 93 percent of the positions were filled by teachers and aides who met directly with the children. In the summer 95 percent of the positions were filled by instructional staff.

Exhibit VII. STAFF POSITIONS

Staff Positions	Number of Full-Time Equivalent Staff	
	Regular Term	Summer Term
Administrative	36.3	4.3
Teachers	1070.5	255.5
Instructional Aides	593.6	104
Curriculum Specialists	32.3	1.7
Professional Support	5.6	3.5
Clerical	40.2	4.
Non-Professional Support	3.5	4.4
Total	1782	377.4

In-service Education

The people responsible for providing Title I programs to students need to renew or upgrade their skills periodically. Therefore, even though the Title I staff is generally well educated and experienced, in-service training is considered an important Title I activity. In-service was offered by the local district, the State Department of Education, and the Title I Technical Assistance Center. In 1982, 1,323 Title I staff members received training funded by Title I; 93 percent of these were teachers and aides. Seven hundred and forty-six non-Title I staff who work with Title I students also received training; 86 percent of these were instructional staff.

Exhibit VIII. TITLE-I FUNDED IN-SERVICE EDUCATION

STAFF POSITIONS	TITLE I STAFF	NON-TITLE I STAFF
Administrative	33	37
Teachers	832	452
Instructional Aides	401	188
Curriculum Specialists	27	13
Professional Support	5	28
Clerical	23	16
Non-Professional Support	2	12
Total	1323	746

Parent Advisory Councils

Title I regulations require each school district to have a Title I Parent Advisory Council. A majority of the members must be parents of children participating in Title I. Council members serve Title I in a variety of ways including reviewing Title I applications, making recommendations for improving Title I activities, observing in classrooms, and working as volunteers within the school

Exhibit IX. PARENT ADVISORY COUNCILS

COUNCIL MEMBERSHIP	
Parents of Title I Public School Students	2010
Parents of Title I Non-Public School Students	148
Parents Who Received Training Related to School Advisory Council Activities	1815

During 1982, 2,158 parents of Title I students served on Title I Parent Advisory Councils. Ninety-three percent of the council members were parents of Title I students. The majority of the council members participated in project planning, implementation and evaluation. Thirty percent of the council members volunteered their services to the school, both inside and outside the classroom. Finally, 84 percent of the council members received training related to school advisory council activities.

Exhibit X. OTHER PARENT INVOLVEMENT

TYPE OF INVOLVEMENT	
Participated in Project Planning, Implementation and/or Evaluation	1812
Volunteered in Title I Classrooms Activities	302
Volunteered for Title I Activities Outside the Classroom	339

SPECIAL PROGRAMS FOR MIGRANT STUDENTS

One statewide objective for the 81-82 school year was "to expand program services to eligible children in areas not currently being served." At the beginning of the project year, 89 (47%) of the 187 local school systems in Georgia already had active migrant education programs. During the next nine months, 23 more systems were surveyed and 14 new programs were started. There were an additional 14 systems who declined to participate in the program.

By the completion of FY 82, 126 (67%) of the local school systems had been at least informed about the migrant program, and in 100 systems eligible children were being served.

Regular Year Program Participants

Educational programs for children of migrant workers are also funded by Title I. In FY 81, Georgia's migrant program was reorganized into six Migrant Education Agencies (MEAs) which in both FY 81 and FY 82 operated regional projects. In FY 82 MEA professional staff served 103 local school systems (LEAs). During the regular school year, 8,429 eligible migrant children were identified and enrolled on MSRTS. Of these, 7,167 students received either instructional or support services or both funded by the Title I migrant program. Sixty-one percent of the children receiving migrant services were elementary students, 23 percent were secondary, and 16 percent were preschool.

Exhibit XI. REGULAR YEAR MIGRANT ENROLLMENT BY GRADE LEVEL

Of the identified eligible migrant children, 59 percent were white, 31 percent were black, nearly 9 percent were Hispanic and less than 1 percent were other.

Slightly more than half the identified children were formerly migratory, while 19 percent were interstate and 27 percent were intrastate.

Instructional Program

Another program objective in 1981 - 82 was to provide tutorial services to students performing below grade level. The major instructional emphasis in the migrant program was general tutoring which during the regular school year involved 38 percent of the students enrolled on MSRTS. Reading and mathematics were also critical components of migrant education.

Exhibit XII. SPECIAL PROGRAMS FOR MIGRANT CHILDREN

Programs	Participants			
	Students	Teachers	Aides	Others
Reading	390	2	11	3
Mathematics	349	2	12	3
General Tutorial	3211	15	89	3
Career Education & Awareness	56	*	*	
Enrichment	243	*	*	
Total**	4249	19	112	9

* Shown above in general tutorial.
** Counts may be duplicated.

In every activity the majority of participants were in grades 1-7, with twice as many of the others in secondary as in preschool programs.

Exhibit XIII. PERCENT OF MIGRANT ENROLLMENT BY ACTIVITY, BY GRADE

Programs	Percent of Participants		
	Pre K & K	Grades 1-7	Grades 8-12
Reading	6	75	19
Mathematics	5	75	20
General Tutorial	10	72	18
Career Education & Awareness		75	25
Enrichment	5	84	11
Total	9%	73%	18%

In a 36-week school year, the migrant children participating in the reading component received an average of 24.6 weeks of instruction; those in mathematics, 24.5 weeks of instruction; those in general tutorial, 30.4 weeks of instruction; those in career education and awareness, 26.5 weeks of instruction; and those in enrichment, 26.4 weeks of instruction.

ACADEMIC IMPACT

An attempt was made in 1981-82 to tie evaluation of Title I migrant instructional activities to the regular Title I LEA evaluation program. LEAs report once every three years on an established reporting cycle. Because of student mobility, the change to a new evaluation system, and the LEA sampling plan, pretest and posttest scores were available for only a very small percentage of those students participating in migrant instructional activities. Numerous different standardized tests and different types of scores were used by the various LEAs with the result that there are very few pretest and posttest scores available on any one standardized test that can be aggregated. Shown below are results for all students in general tutorial reading and mathematics activities by grade level, for whom NCE scores were reported. As could be

expected those students for whom scores were available were the least mobile and, therefore, perhaps not truly representative of the program impact. It is difficult to measure with tests the difference the program made. Gains, however, were very respectable.

Exhibit XIV. ACADEMIC PROGRESS IN READING

Grade	Number Tested	Average Weeks Instruction	Average NCE		
			Pretest	Posttest	Gain
2	33	22	31.8	38.3	6.5
3	53	16	18.8	21.1	2.3
4	29	26	27.9	32.8	4.9
5	32	22	30.7	35.2	4.5
6	39	22	33.4	37.8	4.4
7	32	22	27.4	29.7	2.3
8	13	24	29.0	32.9	3.9
9	4	29	12.8	17.3	4.5
10	1	30	24.0	37.0	13.0

Exhibit XV. ACADEMIC PROGRESS IN MATH

Grade	Number Tested	Average Weeks Instruction	Average NCE		
			Pretest	Posttest	Gain
2	19	28	42.3	44.7	2.4
3	25	30	31.7	35.3	3.6
4	14	29	30.6	32.0	1.4
5	21	26	31.8	36.4	4.6
6	23	22	34.7	38.2	.5
7	25	23	36.6	39.2	2.6
8	11	22	31.5	29.5	2.0
9	1	25	8.0	35.0	23.0

SUPPORT SERVICES

Because migrant children often have significant health and clothing needs which could prevent them from full participation in school activities, supportive services were provided with program funds or through the intervention of program staff. In many cases, migrant program staff were able to link migrant children to other community services for which the children were eligible.

Exhibit XVI. MIGRANT EDUCATION PROGRAM SUPPORT SERVICES

Services	Number of Participants			Out-of-School Youth
	Pre K and K	Grades 1-7	Grades 8-12	
Food	93	760	129	20
Snacks	157	661	54	0
Received clothing or shoes	305	1,751	402	24
Home visits (beyond recruitment)	629	3,576	1,541	40
Medical screening	215	2,125	624	4
Medical treatment	75	957	253	4
Immunizations	117	474	192	5
Dental screening	28	1,628	284	7
Dental treatment	92	1,107	240	5
Outdoor experience	0	504	3	0
Transported to school	43	497	150	0
Transported other than to school	103	1,489	332	10

In addition to the regular educational and support services, the six MEAs held three outdoor education workshops for 507 students. Activities were designed to improve survival and basic skills and to provide cultural enrichment. Georgia, in cooperation with Louisiana, Mississippi, and North Carolina conducted an interstate project to improve the provision of career education to migrant students. Geórgia also participated in 143 projects conducted by other states.

STAFF, PARENTS AND VOLUNTEERS

Migrant staff members are employees of their respective local education agencies (LEA's). This arrangement significantly increases the LEA's awareness and involvement in the program. LEA "ownership" of the program provides better supervision of migrant staff, the majority of whom are paraprofessionals, by utilizing LEA program supervisors as Contact Persons for migrant education and through coordinating the migrant program with the LEA general school program.

Although the Title I migrant staff is generally well qualified and experienced, they received both pre-service and in-service training which included conferences and workshops. These conferences and workshops were designed to improve the staffs' ability to serve migrant children. A total of 204 directors, curriculum coordinators, recruiters, teachers, teacher aides, contact staff and social workers received migrant-funded inservice education.

A third major program objective was to involve parents more actively in the education of their children. Parents, other adults and youth provided volunteer services to support the program. MEA and the state advisory councils involved 119 parents and 7 other adults. In planning selected school activities, 95 volunteers were involved, more than two-thirds of whom were parents. Sixty-two parents and 83 other volunteers assisted teachers and helped in other school activities. Sixty-one parents and 22 other adults helped evaluate migrant school activities.

SUMMER PROGRAM PARTICIPANTS

During the summer, 62 LEAs provided either instructional or support services or both to migrant children. Length of program and type of services varied significantly but were designed to meet the identified needs of the local migrant population. A total of 2,374 children were identified and enrolled on MSRTS during the summer, 393 of whom were not enrolled during the regular year program. Both instructional and support services were provided to 1,283, instructional services only to 172, and support services only to 862. Only 57 were enrolled on MSRTS and received no other migrant service.

During the summer 64 percent of all children were in grades 1 through 7, while 21 percent were ages birth through kindergarten, and the remaining 15 percent were secondary or out-of-school youth. Forty-two percent of these participants were white, 35 percent black, and 23 percent Hispanic. Summer enrollments included 38 percent interstate, 15 percent intrastate, and 47 percent formerly migratory children.

PARENTS AND VOLUNTEERS

Parents or guardians of migratory children were provided information about community services as well as direct assistance by migrant personnel. During the regular school year, 3,095 parents received some service from migrant personnel. During the summer 903 parents were served.

As in the regular year program, volunteers were also involved in the summer migrant program. A total of 22 parents served on parent councils during the summer, nine assisted in planning school activities, 73 performed school activities such as assisting teachers and others, while 26 helped evaluate selected school activities.

SUPPORT SERVICES

A large number of those enrolled in the summer program received support services as shown below.

Exhibit XVII.

SERVICE	NUMBER OF PARTICIPANTS			
	Pre-School (0-5)	Grades K-7	Grades 8-12	Out-of-School Youth
Food	54	399	22	
Received Shoes or Clothing	68	422	48	3
Home Visits (beyond recruitment)	332	972	184	6
Medical Screenings	154	237	21	3
Medical Treatment	48	132	9	3
Immunizations	22	37	43	
Dental Screenings	22	87	39	2
Dental Treatment	19	79	41	
Participated in outdoor education				
Transported to school	4	567	5	
Transported other than to school	60	558	11	
Other:		25		4

ACADEMIC IMPACT

A decision to consolidate the six MEAs into four MEAs to serve the entire state effective with the 1982-83 school year resulted in staff losses during the summer in the two MEAs being closed. One result was diminished data reported by these two MEAs. Therefore, especially for the instructional activities, numbers reported are probably lower than the numbers actually served. Two types of summer instructional activities were reported by MEAs, general tutorial and enrichment.

In the general tutorial summer program, 1,251 children participated an average of 4.84 weeks. Instruction was based on student need and was provided in reading, mathematics, health, nygiene, and academic areas. A major objective was to stimulate interest and motivation for learning. Eighteen percent of these students were in preschool and kindergarten; 71 percent were elementary and 11 percent were secondary students.

In the enrichment program 574 students participated an average of 5.09 weeks. Eighty-one percent were elementary students, 12 percent preschool and kindergarten, and 7 percent were secondary. Major objectives of the enrichment activities included to create awareness of personal environment and utilization of basic skills in every day life, to provide enrichment activities which would enhance the migrant child's abilities in oral and written language, to provide swimming instruction and physical fitness opportunities as a survival technique, and to provide instruction in arts and crafts for leisure or income generating activities.

SPECIAL PROGRAMS FOR HANDICAPPED STUDENTS

Participants

Title I educational programs for handicapped students supplement those provided by the state and other federal funds. During FY 82 these programs served 4,107 students in eleven institutions operated by the Department of Human Resources, three schools for the handicapped and 24 preschool Psychoeducational Center programs operated by the Department of Education, and 25 local education agencies.

Activities included employment of teacher aides for severely handicapped students, providing additional special education teachers for mentally retarded, deaf and severely emotionally disturbed students, securing related services in the areas of speech, physical therapy and occupational therapy, and purchasing specialized instructional equipment and materials.

These special Title I programs served children with a variety of handicapping conditions, including the emotionally disturbed, the mentally retarded, the hearing impaired/deaf, and the speech/language impaired.

Exhibit XVIII. ENROLLMENT BY HANDICAP

HANDICAPS	STUDENTS
Mentally Retarded	1027
Blind	141
Hearing Impaired/Deaf	556
Deaf/Blind	1
Speech/Language Impaired	226
Multihandicapped	140
Emotionally Disturbed	1807
Orthopedically Impaired	49
Learning Disabled	12
Other Health Impaired	148
Total	4107

In addition to the students who participated in Title I programs 961 parents, 42 direct care staff and 261 teachers and aides benefitted from in-service education supported partially through P. L. 89-313 funds or provided through project staff.

The eleven institutions operated by the Department of Human Resources served children and youth who are mentally retarded or emotionally distrubed. Three institutions (Gracewood State School and Hospital, Georgia Retardation Center/ Atlanta and Georgia Retardation Center/Athens Unit) provided services exclusively to mentally retarded children and youth. Four institutions (Georgia Mental Health Institute, Georgia Regional Hospital/Augusta, Georgia Regional Hospital/Savannah, and West Central Georgia Regional Hospital) provided services exclusively to emotionally disturbed children and adolescents. The remaining four institutions (Georgia Regional Hospital/Atlanta, Central State Hospital, Southwestern State Hospital, and Northwest Georgia Regional Hospital) provided services to both mentally retarded and emotionally disturbed children and adolescents.

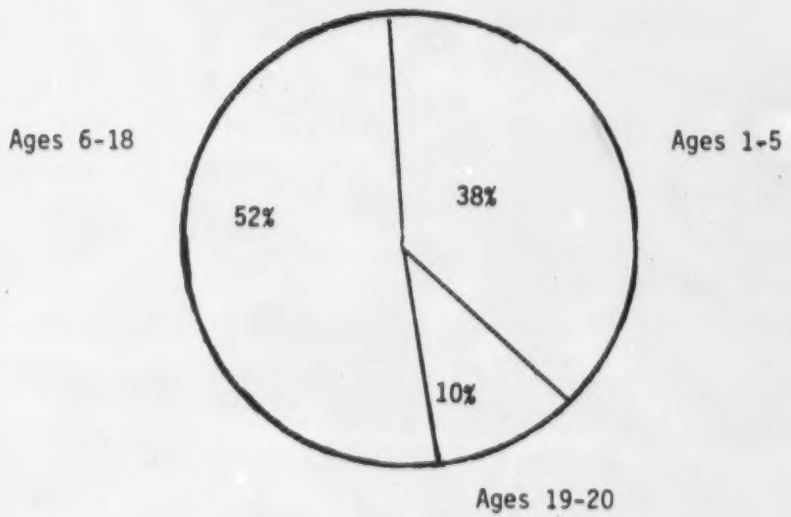
The project participants at the Department of Human Resources institutions ranged in age from infants to twenty years, with the majority being older children and adolescents. All were involved in comprehensive residential treatment/rehabilitation programs. Projects included components in psychomotor skills, reading skills, language development, mathematic skills, sensory stimulation and staff development.

The Department of Education's twenty-four Psychoeducational Center programs provided direct services to handicapped preschool children both in classroom settings and through home-based programs. Project components included language development, motor development, cognitive skills, social-emotional skills and self-help skills.

Twenty-five local education agencies served transfer students under the P. L. 89-313 grant program. Project participants numbered from one child to 65 children with the majority of projects serving one to four children. Project components for smaller projects included language skills, reading skills, mathematic skills and career awareness and preparation. Larger projects' components included similar objectives plus daily-living skills and psychomotor skills.

Fifty-two percent of the students served by these special Title I programs were 6 to 18 years old, 38 percent were pre-schoolers, and 10 percent were 19 to 20 years old.

Exhibit XIX. ENROLLMENT BY AGE



SPECIAL PROGRAMS FOR NEGLECTED OR DELINQUENT STUDENTS

Participants

Title I provided educational programs for neglected or delinquent students who attended state agency schools. These programs were administered through the Georgia Department of Offender Rehabilitation and the Georgia Department of Human Resources.

Exhibit XX. NEGLECTED OR DELINQUENT PARTICIPANTS BY STATE AGENCY

AGENCY	Students	Staff
Department of Offender Rehabilitation	842	15
Department of Human Resources	1079	23
Total	1921	38

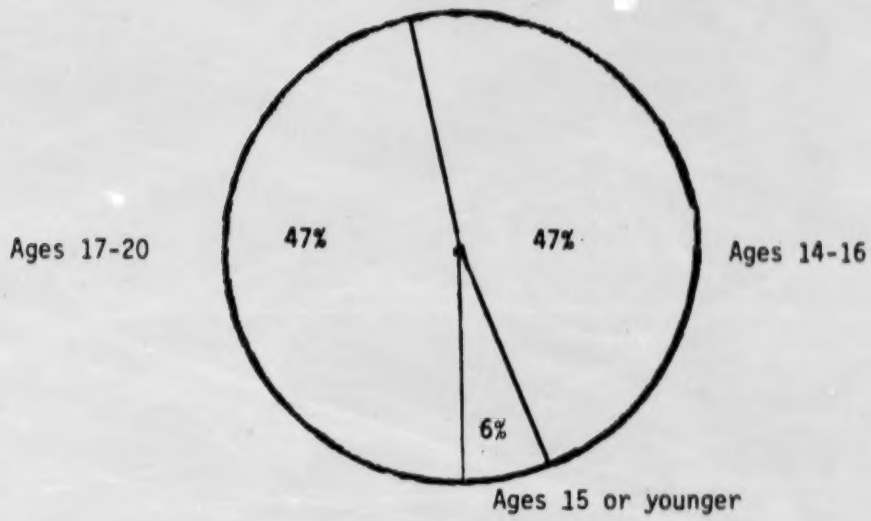
During the 1981-82 school year the Department of Human Resources offered communications, reading, mathematics, basic academic, and remotivation programs for 1079 students. The Department of Offender Rehabilitation offered communications, reading, mathematics, and vocational reading and math instruction to 842 students.

Exhibit XXI. SPECIAL PROGRAMS FOR NEGLECTED OR DELINQUENT STUDENTS

PROGRAMS	STUDENTS
Reading	772
Communications	356
Mathematics	675
Basic Academic	358
Remotivation	138
Voc. Reading	128
Voc. Math	116

Forty-seven percent of these students were 17 to 20 years old, 47 percent were 14 to 16 years old, and 6 percent were 15 or younger.

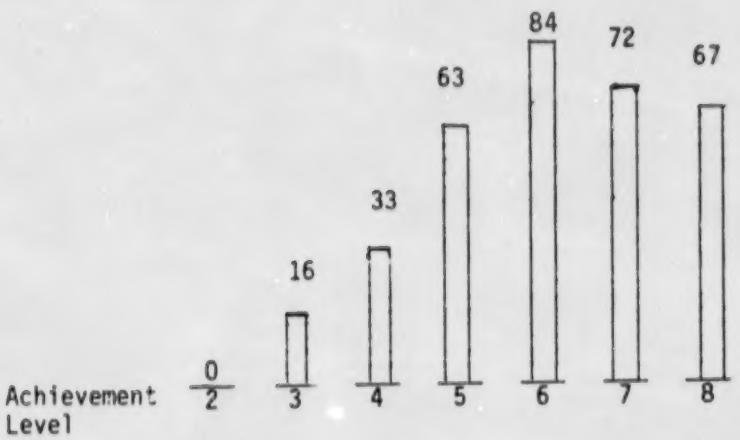
Exhibit XXII. NEGLECTED OR DELINQUENT ENROLLMENT BY AGE



Academic Impact

Students benefited from Title I programs sponsored by the Department of Human Resources. Of the students who participated in reading programs, 150 were pretested and postested. Except at level 2, at least 16 percent of the students at each achievement level met or exceeded the objectives set for them.

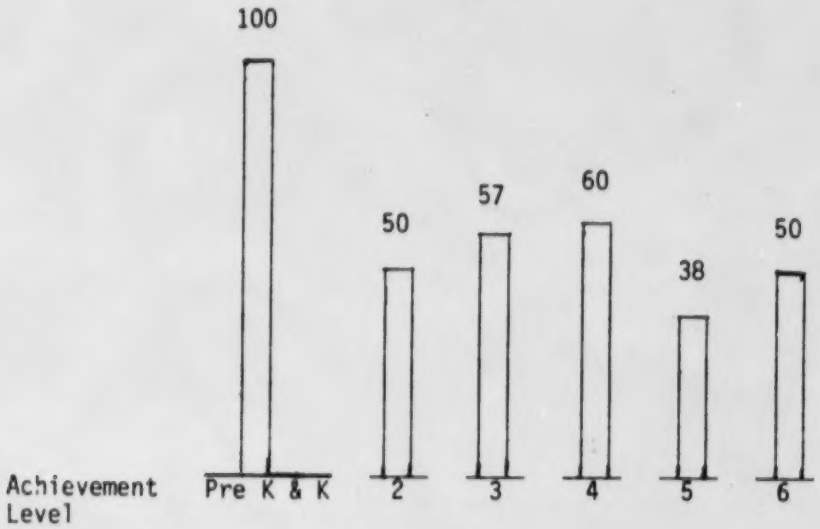
Exhibit XXIII. ACADEMIC PROGRESS IN READING



Percent of Students Meeting or Exceeding Objectives

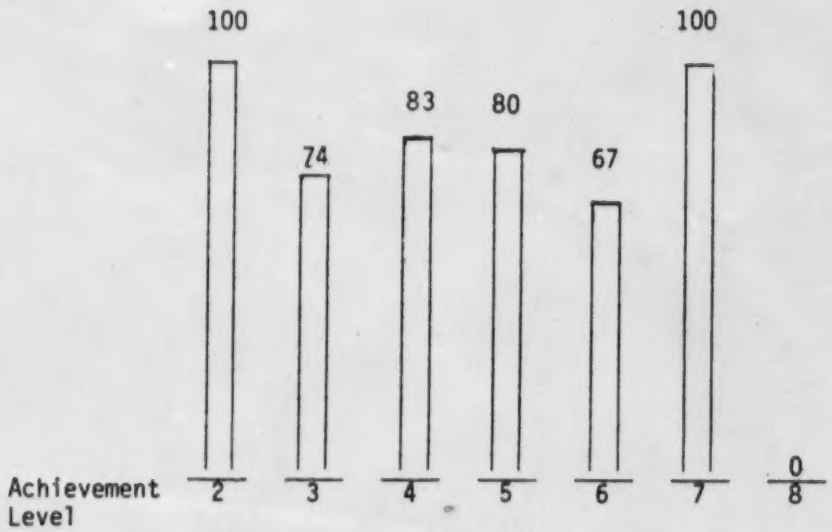
One hundred and thirty-one of the mathematics students were pretested and post-tested. These students also benefited from Special Title I programs.

Exhibit XXIV. ACADEMIC PROGRESS IN MATHEMATICS



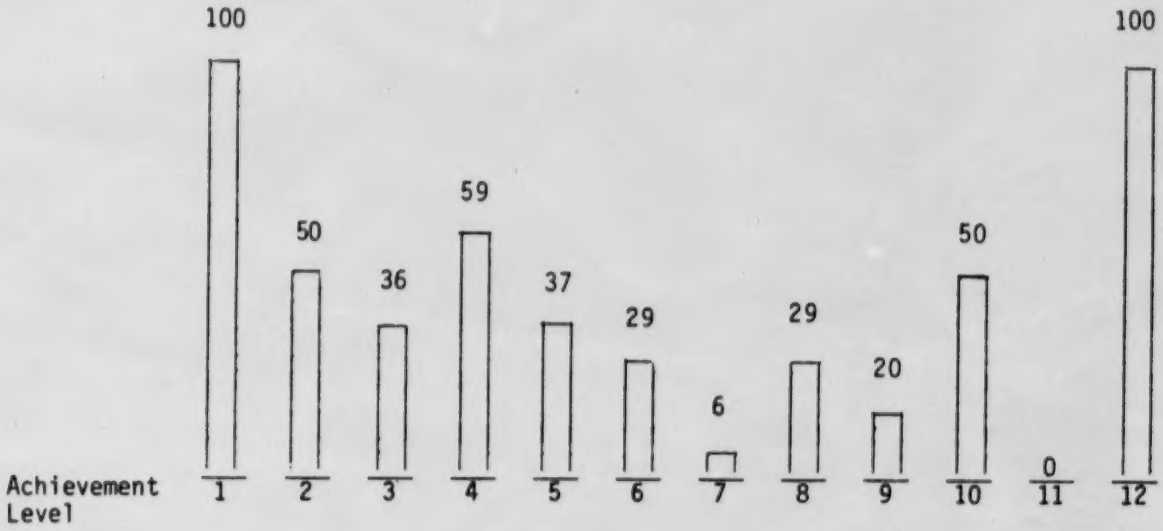
In communications skills 72 students were pretested and postested with 79 percent meeting or exceeding established objectives.

Exhibit XXV. ACADEMIC PROGRESS IN COMMUNICATIONS SKILLS



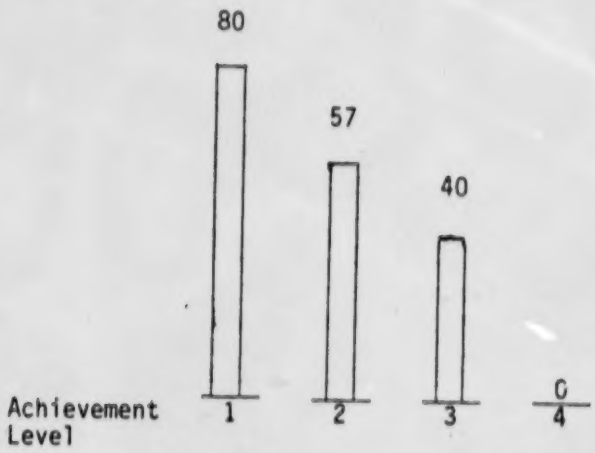
Students in two of the Department of Human Resources centers participated in basic academic skills programs which included both reading and mathematics components. Of the 227 students pretested and posttested 37 percent met or exceeded objectives set for them.

Exhibit XXVI. ACADEMIC PROGRESS IN BASIC ACADEMIC SKILLS



At one center a remotivation activity was conducted. This activity included basic academic skills but was distinguished from the regular remedial program by the exceptionally low functional levels of the 138 students involved. Eighty students were pretested and posttested and 37, or 46 percent, met or exceeded the set objectives.

Exhibit XXVII. ACADEMIC PROGRESS IN REMOTIVATION

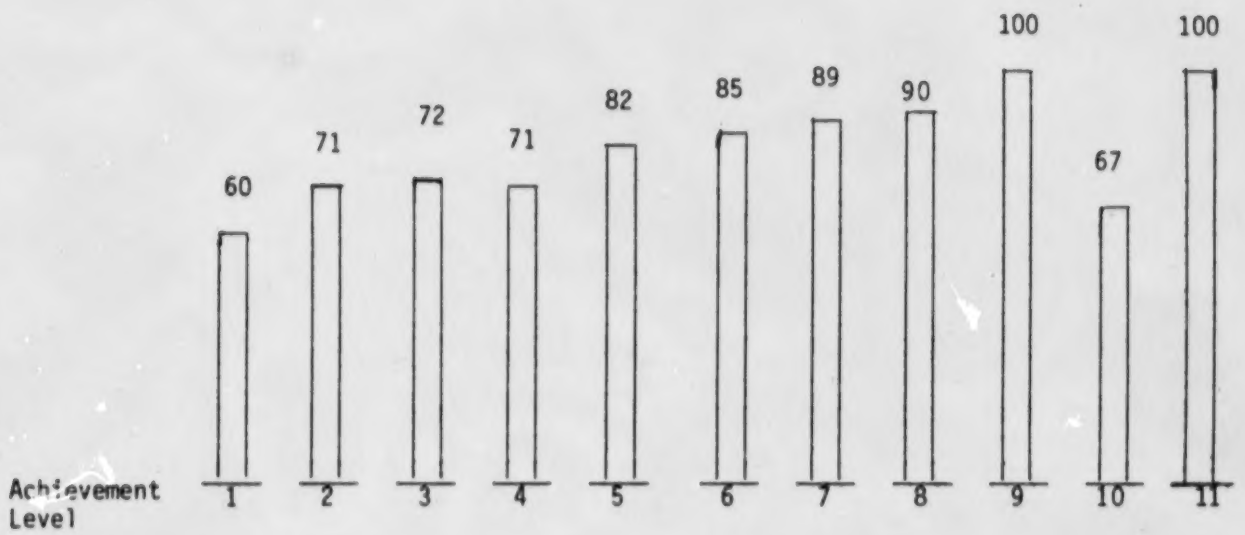


Percent of Students Meeting or Exceeding Objectives

The students participating in the Department of Offender Rehabilitations Title I programs made substantial academic gains. Students were tested with the Test of Adult Basic Education (TABE) and expectations were that for each 100 hours of instruction the student would show one grade level gain.

Of the students participating in the reading program, 311 students were both pretested and posttested. At least 60 percent of the students in each of eleven achievement levels and 78 percent of all students tested met or exceed objectives set for them.

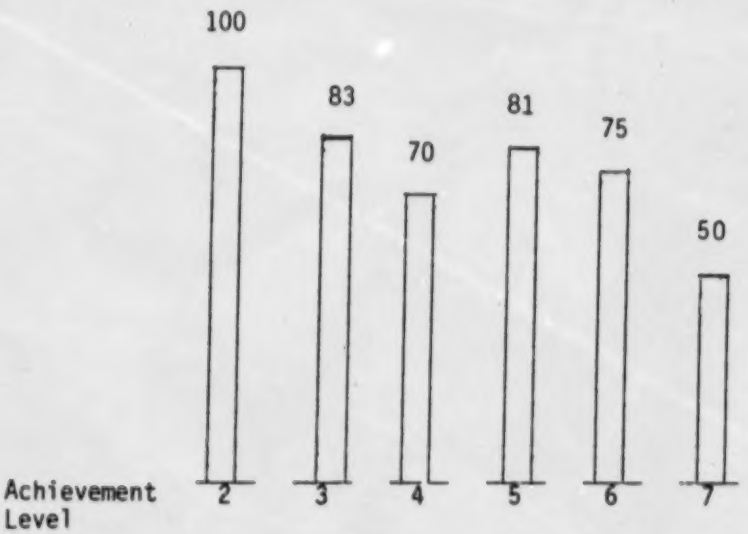
Exhibit XXVIII. ACADEMIC PROGRESS IN READING



Percent of Students Meeting or Exceeding Objectives

Of the students who participated in language arts, 135 were pretested and post-tested. At least half of the students in each achievement level met or exceeded the objectives set for them; and in five of the six levels, 70 percent or more met the objectives. Of all students tested 76 percent met or exceeded established objectives.

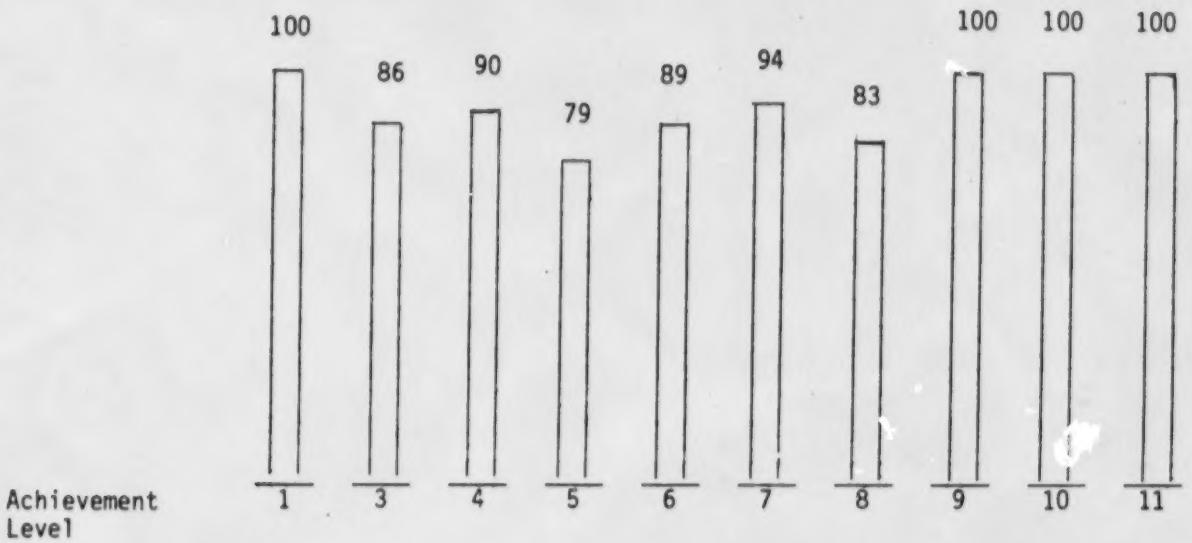
Exhibit XXIX ACADEMIC PROGRESS IN LANGUAGE



Percent of Students Meeting or Exceeding Objectives

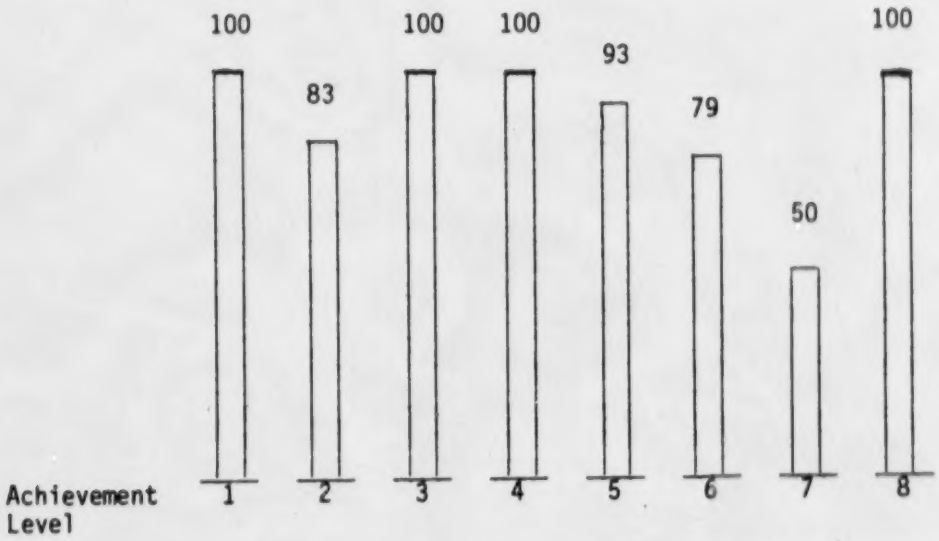
The academic progress of the 233 mathematics students who were pretested and posttested was impressive. At least 79 percent of the students at each achievement level and 87 percent of the total met or exceeded the objectives set for them.

Exhibit XXX. ACADEMIC PROGRESS IN MATHEMATICS



The academic progress of students who participated in the vocational reading and vocational mathematics programs was outstanding. In vocational reading 106 students were pretested and posttested and 99, or 93 percent, met or exceeded the objectives set for them.

Exhibit XXXI. ACADEMIC PROGRESS IN VOCATIONAL READING



In vocational mathematics 76 students in eight achievement levels were pretested and posttested. All except one met or exceeded the objectives set for them.